



## Polo Road Elementary School

1250 Polo Road  
Columbia, SC 29223

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	592 Students	
<b>Principal</b>	Marshallynn Franklin	803-419-2226
<b>Superintendent</b>	Katie Brochu	803-787-1910
<b>Board Chair</b>	The Honorable William R.	803-736-0015

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Good</b>	<b>Excellent</b>
2012	Good	Good
2011	Average	Average
2010	Average	Good
2009	Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

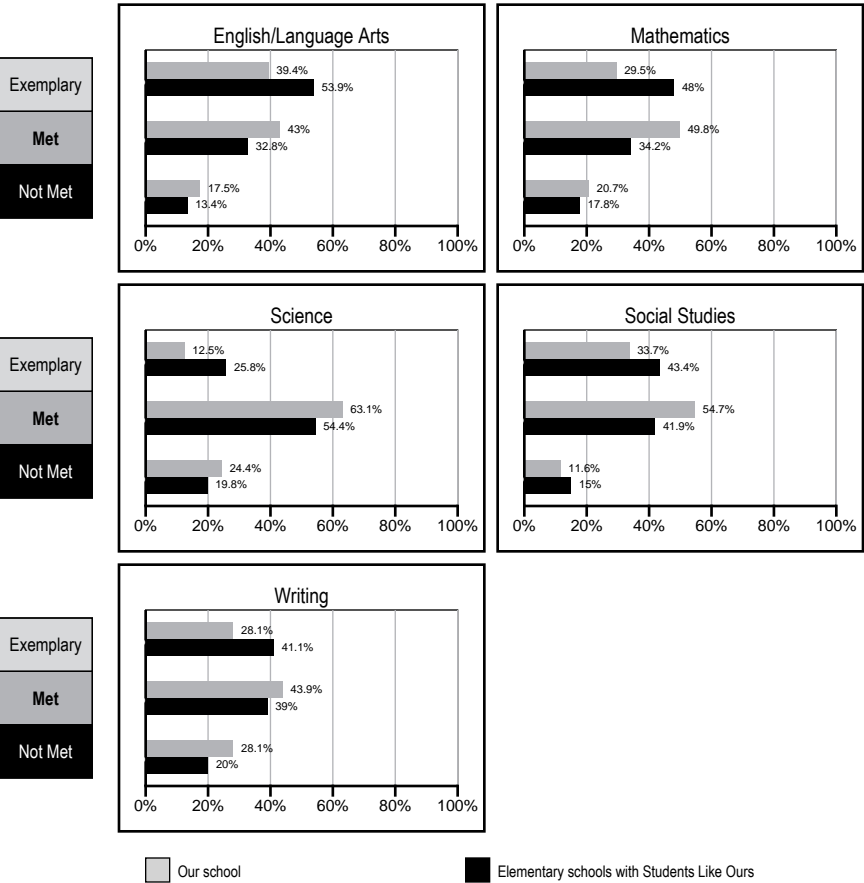
94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
41	21	4	0	0

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=592)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 0.9%	0.9%	0.9%
Attendance rate	96.7%	Down from 97.2%	96.7%	96.3%
Served by gifted and talented program	4.2%	N/A	10.6%	7.2%
With disabilities	13.8%	N/A	11.2%	12.4%
Older than usual for grade	0.6%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	79.2%	Down from 83.3%	63.8%	62.5%
Continuing contract teachers	79.2%	No Change	82.4%	83.3%
Teachers returning from previous year	86.2%	Up from 84.6%	89.7%	88.3%
Teacher attendance rate	96.8%	Up from 96.7%	95.2%	95.0%
Average teacher salary*	\$51,225	Up 1.9%	\$48,945	\$48,193
Professional development days/teacher	10.5 days	Up from 8.0 days	10.8 days	11.0 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 16.5 to 1	21.0 to 1	20.1 to 1
Prime instructional time	92.5%	N/R	90.7%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,841	Up 30.6%	\$6,694	\$7,364
Percent of expenditures for instruction**	74.0%	Up from 73.6%	69.0%	68.0%
Percent of expenditures for teacher salaries**	72.0%	Down from 72.2%	67.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

We are what we repeatedly do. Excellence, then, is not an act, but a habit. (Aristotle)

At the outset of the 2012-13 school year, the Polo Road family made a commitment to pursuing EXCELLENCE. Using the theme, Excellence in Every Endeavor, we ventured to make EXCELLENCE a habit. Our unrelenting pursuit yielded a myriad of positive outcomes, including ...

**Excellence in School, Home & Community Relations:** We improved upon existing programs and services. For example, we expanded the scope of our new family induction process to include offering an orientation in the spring semester (in addition to the session already offered in the fall semester) and posting pictures of new students on a bulletin board to help us with learning not just their faces, but their names, too. We also hosted a Family Literacy Night which provided parents an opportunity to learn strategies to facilitate their children's interest and growth in reading. Additionally, a "Try This at Home" column was featured in our weekly newsletters, providing families with fun, content-related activities to work on at home.

**Excellence in Professional Development:** Our certified and classified employees participated in professional development experiences. The topics explored included, student engagement, assessment, Common Core Standards, literacy, technology and customer service. As no learning is complete without a field study, our faculty and staff participated in a variety of them. Visits to and collaboration with colleagues from other Richland 2 schools, a visit to Kensington Mansion and an in-house idea swap were among the field studies that enriched our faculty/staff's professional learning.

**Excellence in Patriotism:** Polo Road was very fortunate to have been the recipient of a grant by the Department of Defense. The grant was used to fund eighteen field studies, technological equipment and professional development experiences. Receiving the DoD grant ignited a new level of patriotism in our school. Students participated in a variety of Veterans Day activities, a mock presidential election and Purple Up Day – a day of honoring military children for the sacrifices they make as a result of their parent(s) serving in the armed forces. Our annual field day was military-themed complete with performances by the very talented Army Band.

Additionally, we are very pleased to: (1) have been named a recipient of another Palmetto Silver Award; (2) have hosted student teachers and practicum students from Columbia College, the University of South Carolina, Columbia International University and Claflin University; and (3) be the home school of the State winner of the D.A.R.E. Essay Contest.

Polo Road's successes are a result of the participation and engagement of motivated students, parents, faculty/staff and community members. We are unwavering in our commitment to continuous improvement.

Dr. Marshalynn M. Franklin, Principal  
Ms. Centra Mazyck, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	94	61
Percent satisfied with learning environment	100%	92.6%	93.5%
Percent satisfied with social and physical environment	100%	90.4%	91.9%
Percent satisfied with school-home relations	100%	91.5%	93.5%

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	91.3
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Polo Road Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.5%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	659.2	650.9	623.5	654.8	98.9	99.6
Male	653.9	651.6	621.2	662.5	97.8	99.3
Female	664.4	650.3	625.7	646.9	100.0	100.0
White	676.1	667.9	639.1	683.2	98.3	100.0
African American	651.7	642.9	616.5	642.9	99.4	99.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	638.8	622.6	607.8	640.7	97.1	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	666.2	661.6	629.4	666.5	97.4	100.0
Subsidized meals	648.3	637.1	609.9	644.0	98.4	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	103	100	19.6	31.5	48.9	80.4
	4	98	100	12.1	50.5	37.4	87.9
	5	85	100	18.1	48.2	33.7	81.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	76	98.7	15.9	29	55.1	84.1
	4	104	100	25	42	33	75
	5	101	98	9.6	53.2	37.2	90.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	103	99	37.4	36.3	26.4	62.6
	4	98	100	14.3	48.4	37.4	85.7
	5	85	100	20.5	47	32.5	79.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	76	100	37.1	44.3	18.6	62.9
	4	104	100	12	50	38	88
	5	101	99	17.9	52.6	29.5	82.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	50	100	52.4	23.8	23.8	47.6
	4	96	100	16.9	67.4	15.7	83.1
	5	43	100	21.4	54.8	23.8	78.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	38	100	35.3	52.9	11.8	64.7
	4	104	100	19	65	16	81
	5	52	100	26	60	14	74
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	55	100	21.2	48.1	30.8	78.8
	4	97	100	10	58.9	31.1	90
	5	42	100	29.3	39	31.7	70.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	38	100	8.3	69.4	22.2	91.7
	4	103	100	14.1	53.5	32.3	85.9
	5	49	100	13	43.5	43.5	87
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	85	95.3	29.1	40.5	30.4	70.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	76	92.1	35.9	35.9	28.1	64.1
	4	104	97.1	33.7	42.9	23.5	66.3
	5	101	92.1	13.6	52.3	34.1	86.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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